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ABSTRACT

Intended for adult basic education program coordinators and the parent institutions of these programs, this package is designed for use with groups or individuals to introduce and develop the idea of evaluation in adult basic education programs. It is suggested for use in a workshop format; the whole package should take approximately 2 full days to cover. The four units are as follows: (1) evaluation (why and how to evaluate in an adult literacy and basic education program); (2) setting program goals and objectives (why programs need to enunciate goals and objectives, who should do this and how, and links with the process of evaluation); (3) group, class, or individual tuition goals (course planning and evaluation within the framework of the program goals and objectives); and (4) evaluating student outcomes (evaluating student competencies and outcomes within the context of achieving program goals). Each unit is divided into three components. Trainer's notes give detailed content information and practical examples for the trainer to read and use where appropriate and suggest workshop ideas and activities, for example, small and large group discussion, when to use practical exercises (worksheets), and when to give out handouts. Handouts are copies of sections of text from the trainer's notes. Worksheets are practical exercises that provide participants with practical experience of various processes. (YLB)

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MANAGING PROGRESS

A staff development package on evaluation in adult literacy and basic education.

Prepared by
Jan Kindler

Adult Basic Education Resource
and Information Service

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Acknowledgments

This staff development package was developed and trialled through a number of workshops held across Victoria. I would like to thank all those who participated in the workshops and contributed ideas and questioned issues. I would also like to thank those who took the time to read and comment on this package. The contribution of everyone who played a part in the many phases of this project has been invaluable.

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Introduction

Overview

There is an increasing awareness among adult basic education workers and centre administrators of the need to incorporate evaluation into adult basic education program to ensure the effectiveness of provision, administration and support structures.

This package has been developed in response to this awareness. It has been written mainly for adult basic education program coordinators and the management bodies of these programs. Sections will also be relevant for tutors and teachers of adult basic education and for other further education workers.

There are many aspects of a program which can be evaluated. This package does not attempt to cover them all.

The package aims to help adult basic education workers:

- plan programs, or aspects of them;
- examine what is happening in their programs;
- evaluate their programs or aspects of them, and, where necessary, make appropriate program changes to increase the effectiveness of student provision; and
- consider student progress and outcomes in the light of the purpose and goals of the program.

Many of the evaluation ideas, models and practical suggestions presented in this package are currently in practice in programs. These can be used and adapted.

There are four units in this package. The first, titled **Evaluation**, introduces evaluation and discusses why and how to evaluate in an adult literacy and basic education program. The second unit, **Setting Program Goals and Objectives**, considers why programs need to enunciate goals and objectives, who should do this and how, and links this with the process of evaluation. **Group, Class or Individual Tuition Goals** is the title of the third unit. This unit looks at course planning and evaluation within the framework of the program goals and objectives. The last unit, **Evaluating Student Development**, deals with evaluating student competencies and outcomes within the context of achieving program goals.

How to Use this Package

This package has been designed for use with groups or individuals to introduce and develop the idea of evaluation in adult basic education programs. It is best used in a workshop format as discussion and the sharing of ideas and difficulties is seen as being an important element in the presentation of information and in the subsequent implementation of evaluation processes.

No time frame has been suggested for the use of the whole package or for units of the package. It is estimated that the whole package would take approximately two full days to cover in a workshop.

It is envisaged that workshops may be run covering only one unit, or part of a unit. This would allow for specific aspects of it to be put into practice and to be further discussed at follow up sessions. For example, a workshop may be held on program planning and evaluation. This could include how to work with a Management Committee to establish the goals. The next session may then discuss progress in establishing the goals, problems encountered, priorities, etc.

Format

Each unit is divided into three components:

- Trainer's Notes;
- Handouts; and
- Worksheets.

TRAINER'S NOTES

The **TRAINER'S NOTES** give detailed content information and practical examples for the trainer to read and use where appropriate. These notes also suggest **Workshop Ideas** and activities such as: small and large group discussion; when to use practical exercises (worksheets); and when to give out handouts. These are presented in the text in the following way:

Workshop Ideas

Small Group Discussion:	*What areas of your program could be evaluated? List and prioritise.*
Group Discussion:	*Report back and discuss as a group. Write up on butcher's paper or overheads.*

People working through the package individually should give consideration to the discussion questions and go through the worksheets.

HANDOUTS

The **HANDOUTS** are copies of sections of the text taken from the Trainer's Notes, and can be photocopied and given to participants. Information in the Handouts is not as detailed and does not include reference to activities and Worksheets.

WORKSHEETS

WORKSHEETS are practical exercises designed to enable participants to have some practical experience of the various processes before implementing these processes and practices in their program.

TRAINER'S NOTES

Unit 1

Evaluation

1. Evaluation

What is Evaluation?

Workshop Ideas

Group Discussion: *What is evaluation?*

Evaluation is about making something work well; documenting how it is working; how it could work better and trying to make it work better.

> *Evaluation is simply the process of critical reflection which accompanies deliberate action (Kemmis).*
>
> *It (evaluation) is the process of gathering information and arguments to foster critical debate about a program, components of a program, methods, etc. (Blyth 1982).*

Evaluation is about action/reflection and managing change. There is no point in evaluating unless there is a willingness to change.

Why Evaluate?

Workshop Ideas

Group Discussion:	*Why Evaluate?* *Attempt to cluster reasons given by participants. The classification below may be used, and is available as handouts.*
Handout:	***Why Evaluate** - to improve the program (1:1)* ***Why Evaluate** - to meet the needs of accountability (1:2)*

There are two major reasons for evaluating: **to make the program better and to meet the need for accountability** (Hamilton-Smith, 1990). These need to be seen within the local, regional and state contexts. Evaluation which may be of interest at the local level may be used differently at the regional or State-wide level.

Evaluation to improve the program

At least five main areas of program operations can be identified. Some of the reasons for evaluating within these operational areas are listed.

Management

- To describe the program and any constraints that interfere with the operations of the program.
- To provide information to:
  - channel resources more effectively at local, regional and state levels;
  - improve decision making at local, regional and state levels; and
  - enable alternative ways of working to be considered.
- To provide information to assist submission writing.
- To easily and accurately provide statistical information in relation to the program.
- To manage change and modification.

Students

- To guarantee effective provision.
- To enable on-going identification of participant's needs.
- To determine program achievements in relation to the needs of participants.
- To test beliefs about students and how they learn.
- To identify student outcomes.
- To provide students with feedback of their progress (growth).

Curriculum

- To draw attention to good practice.
- To maintain up to date curriculum information.
- To guarantee a range of curriculum options for students.
- To find and develop new strategies.
- To develop and improve materials.

Community

- To assess if the program is meeting the needs of the community - local, regional and state.
- To assess if the program is meeting the needs of industry - local, regional and state.
- To improve the service of the program in relation to community needs - local, regional and state.
- To improve the service of the program in relation to industry needs - local, regional and state.
- To determine if provision is meeting the needs of groups targeted in the social justice policy.
- To contribute to policy making.
- To detect external factors affecting program operations, eg. operations of other programs, regional and central operations and policy.

Staff (paid and unpaid)

- To increase effectiveness of workers.
- To aid in work satisfaction.
- To help adult basic education workers make informed choices about alternative ways of working.
- To enable information to be transferred from one worker to another.
- To begin to monitor roles of staff to control 'burn-out'.
- To identify training needs.
- To see what has been achieved.

Evaluation to meet the needs of accountability

Evaluation also meets the accountability needs of funding bodies. However, the community as a whole, and organisations, employers or individuals in particular have also a right to expect programs to be accountable for their actions.

Funding Bodies

- To meet objectives of program in most efficient way.
- To provide a basis for decision and policy making, and budgeting.
- To give due recognition to needs of politicians and bureaucrats, tutors, students, employers and the community.
- To lobby effectively.
- To provide understandable information about student achievements.
- To demonstrate efficient and effective use of resources.
- To identify inadequacies in resource provision.
- To account for expenditure of funds.
- To describe the outcomes of the program.
- To provide information about numbers and categories of people using the program.
- To provide information about potential users.

- To provide information about meeting local needs.
- To provide information about meeting industry needs.
- To provide a justification for the direction of the program.
- On a regional basis, to prevent duplication of services.

Community

- To show if the program is providing quality provision at reasonable cost.
- To provide understandable information of student outcomes.
- To provide information about numbers using the program.
- To provide information about potential users.
- To describe the outcomes of the program.
- To show if the program is effective in relation to the objectives.
- To provide information about meeting local needs.
- To provide information about meeting industry needs.
- To provide a justification for the direction of the program.

Workshop Ideas

Group Discussion: *What are the consequences of not evaluating?*

The consequences of not evaluating:

- continuing ad. hoc. decision making;
- inadequate services or services that are not as effective as they could be;
- uninformed funding cuts because we haven't given authorities the right information.

The main reason for any evaluation is to provide a better service and a more effective program. This implies change.

What to Evaluate

All areas of a program can be evaluated in some way.

Workshop Ideas

Small Group Discussion:	*What areas of your program could be evaluated? List and prioritise.*
Group Discussion:	*Report back and discuss as a group. Write up on butchers paper or overheads.*

To try to evaluate all aspects of your program at the one time is unrealistic, even if you use an external evaluator. It is up to those involved in the management and delivery of the program to decide what to evaluate.

Aspects of the program or project which could be evaluated include:

- the program in relation to student outcomes;
- the suitability and appropriateness of the curriculum;
- staff (tutors and coordinators) practices and their effectiveness;
- the program in relation to the organisation in which it is based;
- the program in relation to community needs;
- the program in relation to employer and employee needs;
- placement and referral procedures and practices;
- the relationship, personal and structural, between the program, other adult basic education provision and other further education provision;
- management and administrative practices;
- staff development;
- the appropriateness of the venue used;
- the effectiveness of advertising;
- cost effectiveness;
- evaluation practice.

Evaluation: On-going and one-off

How you evaluate is to a great extent dependent on what you evaluate. Some things lend themselves to an on-going evaluation process. Other areas can, however, be evaluated on a one-off basis or at least by an evaluative exercise carried out intermittently.

Workshop Ideas

Group Discussion:	*Discuss which areas lend themselves to one-off or on-going evaluation.*
Handout:	***On-going Evaluation** (1:3)*

One-off or Spasmodic Evaluation

A one-off evaluation exercise may have arisen from a need identified in the on-going evaluation and the results will feed back into the on-going evaluation practices. For example doubts may arise as to whether the adult basic education program is servicing the needs of the range of population groups found in the local community. A profile of the community population as compared to the program population could be compiled from information gathered about students, Australian Bureau of Statistics and local government information and statistics. Decisions could then be made as to how the program could better meet community needs.

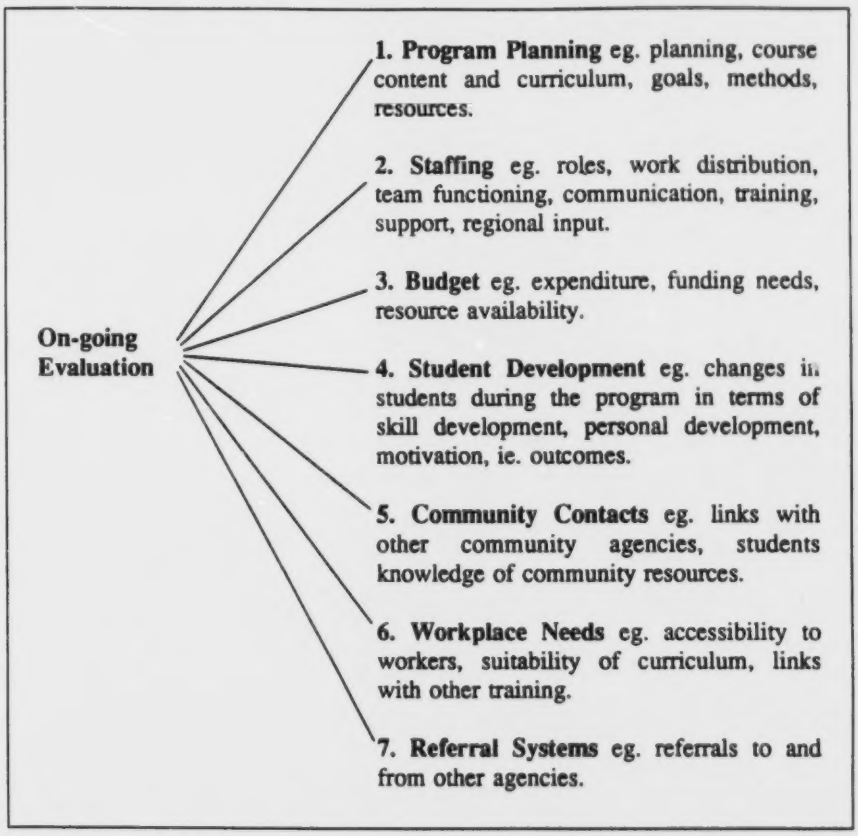
One-off or spasmodic evaluations may be better done by an external evaluator. An external evaluator brings skills in evaluation, a knowledge of other programs and professional detachment (Hamilton-Smith, 1990). The other obvious benefit of using an external evaluator is that busy workers do not have to fit more work into their schedule.

However, an external evaluator will not have knowledge or understanding of the program, particularly of subtle details and human factors. In most instances it would, therefore, be necessary for an external evaluator to work closely with all those involved in the program. The cost of using an external evaluator will also be an important consideration for many programs.

On-going Evaluation

Areas which can be evaluated on an on-going basis are illustrated in Figure 1. Most program evaluation will be on-going.

Figure 1. Possible Areas of On-going Program Evaluation


On-going Evaluation
1. Program Planning eg. planning, course content and curriculum, goals, methods, resources.
2. Staffing eg. roles, work distribution, team functioning, communication, training, support, regional input.
3. Budget eg. expenditure, funding needs, resource availability.
4. Student Development eg. changes in students during the program in terms of skill development, personal development, motivation, ie. outcomes.
5. Community Contacts eg. links with other community agencies, students knowledge of community resources.
6. Workplace Needs eg. accessibility to workers, suitability of curriculum, links with other training.
7. Referral Systems eg. referrals to and from other agencies.

The evaluation process takes time, especially in the early stages of its introduction into the program. As a result of conducting an evaluation some changes may be required. It is much easier and initially less time consuming to maintain the status quo than to implement change and then monitor the effectiveness of the change. Therefore on-going evaluation should be structured into the running of the program. This will also need to incorporate a planning process for the implementation of changes resulting from evaluation.

Results of on-going evaluation and the changes to be implemented need to be documented and stored for the future to enable new workers to understand what has gone before and to allow continuing workers to reflect on the development of the program.

In most cases on-going evaluation will be conducted by those in the program. Workers at all levels (and funding bodies) need to accept that a time allowance may be required to enable systematic evaluation processes to be implemented. Evaluation needs to be acknowledged in project briefs and staff development provided to enable workers to acquire evaluation skills. However, on-going evaluation increases efficiency and effectiveness which, in the long run, saves time.

Many workers already monitor and assess parts of their program. Implementing more formal evaluative processes will be easier for these workers.

Observation, record keeping, interviews, video and audio tapes, diaries, etc are all possible means of conducting evaluation.

The Evaluation Process

Whether the evaluation be on-going or one-off, effective evaluation can only be carried out if there is a clear understanding of what the program is trying to do. In other words the program must be clear about its goals and objectives.

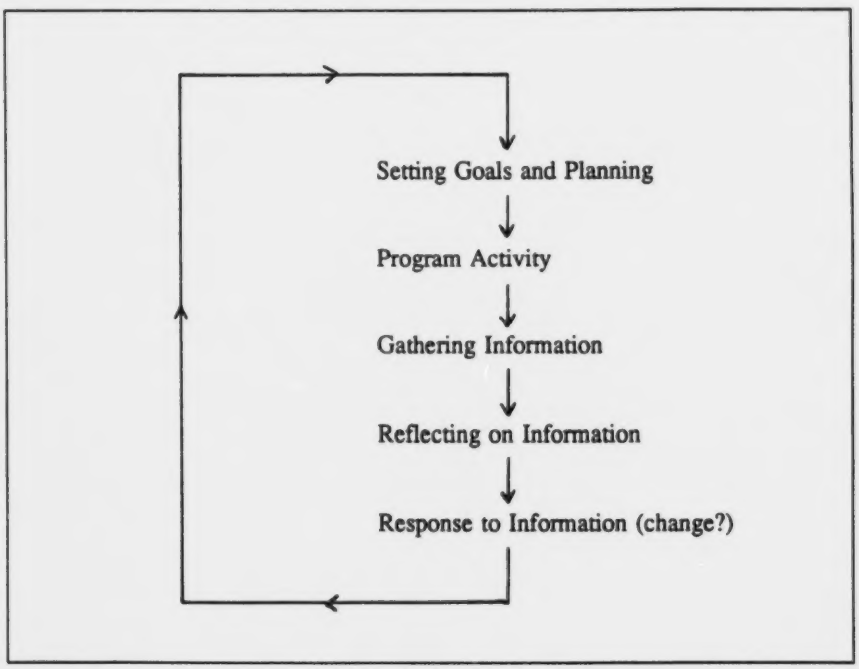
Workshop Ideas

Handout: ***The Evaluation Process (1:4)***

Group Discussion: *How could this process be put into practice? You may like to decide on an area which could be evaluated and follow this process through to see how it could be used in practice.*

The process of evaluation is illustrated in Figure 2.

Figure 2. The Evaluation Process



Who Should Evaluate?

Workshop Ideas

Group Discussion: *Who should be involved in evaluating?*

Every evaluation should include all those involved in the program, or that part of the program being evaluated. These may include:

- students;
- tutors (paid and unpaid);
- coordinators;
- support staff (clerical, etc);
- members of management committees;
- other personnel eg. TAFE College personnel such as Head of Department, Community House Coordinator;
- employers or union representatives who are involved in adult basic education in workplace settings;
- other agencies who the program refers to or links with; or
- regional or central Office of Adult, Community and Further Education staff.

In deciding who should be involved it is important to consider who will have an interest in the findings and who are the audience of the evaluation.

Planning to Put Evaluation into Practice

It can be difficult to put evaluation processes into practice. Planning an evaluation can make it seem a more manageable task.

Workshop Ideas

Handout:	***Planning to Put Evaluation into Practice*** *(1:5)*
Worksheets:	***Plan an Evaluation*** *(1:1)* *Using the planning process for evaluation plan an evaluation for your program.*
Group Discussion:	*Discuss areas to be evaluated and difficulties in planning evaluation exercises and conducting them.*

Planning Process		Example
1.	Decide what should be evaluated - long term - short term	What are the student outcomes?
2.	Would it be best to evaluate this on an on-going basis or a one-off basis?	On-going evaluation.
3.	Who will manage the evaluation?	The program coordinators.
4.	Who will take part in the evaluation?	Program coordinator, staff (paid and un-paid), students, those involved in the management of the organisation and, if applicable, employer and union representatives.

5.	What means will be used to undertake the evaluation?	Initial interview with, and assessment of, students. Six monthly follow up interviews with students, or at the end of course. Record keeping by tutors/teachers; ie. initial planning forms and final or six monthly evaluation sheets to identify what outcomes expected and what achieved. Three monthly meetings with tutors/teachers to look at progress and possible strategies to achieve outcomes. In a workplace setting, interviews to be conducted with managers and union representatives on their concept of outcomes in relation to the workplace.
6.	How long will the one-off evaluation take? or When will a report of the current situation be presented?	A report on student outcomes and the way of monitoring them to be reported on in nine months and more thoroughly reviewed in 12 months by staff, management committee, Head of Department.
7.	What will be done with the information gained from the evaluation?	A progress report given in nine months will consider if changes need to be made to the evaluation, the work load on the coordinator, etc. The 12 monthly review will assess student outcomes. Consideration will be given to: how realistic were expected outcomes; how to improve student outcomes; what were unexpected outcomes; whether program or class goals should be reviewed given student outcomes (ie. can the program achieve what it set out to achieve?)
8.	How could the program implement any recommendations or suggested changes?	Dependent on recommendations but may require employing additional staff member for limited period to help to implement changes; time allocation for coordinator; provision of staff development activities to introduce new skills, or increase existing skills of staff, management committee members, etc.

9.	Who will implement the recommendations or suggested changes?	This is dependent on the recommendations but will probably include the coordinator and, where appropriate, other staff, the management committee, head of department, students, other agencies.
10.	How will it be decided if the changes are working?	A meeting considering the changes and the manner in which they are being implemented will be conducted in six months. Student outcomes will be examined every 12 months and appropriate action initiated to improve student outcomes.

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Hamilton-Smith, E., 'Social research' in ***Towards an Integrated Model of Evaluation***, Division of Further Education, Ministry of Education, Melbourne, 1990.

Kemmis, S., ***A Guide to Evaluation Design***, Deakin University, Geelong.

HANDOUTS

Unit 1

Evaluation

Handout 1:1

Why Evaluate?

To improve the program.

At least five main areas of program operations can be identified. Some of the reasons for evaluating within these operational areas are listed.

Management

- To describe the program and any constraints that interfere with the operations of the program.
- To provide information to:
  - channel resources more effectively at local, regional and state levels;
  - improve decision making at local, regional and state levels; and
  - enable alternative ways of working to be considered.
- To provide information to assist submission writing.
- To easily and accurately provide statistical information in relation to the program.
- To manage change and modification.

Students

- To guarantee effective provision.
- To enable on-going identification of participant's needs.
- To determine program achievements in relation to the needs of participants.
- To test beliefs about students and how they learn.
- To identify student outcomes.
- To provide students with feedback of their progress (growth).

Curriculum

- To draw attention to good practice.
- To maintain up to date curriculum information.
- To guarantee a range of curriculum options for students.
- To find and develop new strategies.
- To develop and improve materials.

Handout 1:1

Community

- To assess if the program is meeting the needs of the community - local, regional and state.
- To assess if the program is meeting the needs of industry - local, regional and state.
- To improve the service of the program in relation to community needs - local, regional and state.
- To improve the service of the program in relation to industry needs -local, regional and state.
- To determine if provision is meeting the needs of groups targeted in the social justice policy.
- To contribute to policy making.
- To detect external factors affecting program/project operations, eg. operations of other programs, regional operations and policy, central operations and policy.

Staff (paid and unpaid)

- To increase effectiveness of workers.
- To aid in work satisfaction.
- To help adult basic education workers make informed choices about alternative ways of working.
- To enable information to be transferred from one worker to another.
- To begin to monitor roles of staff to control 'burn-out'.
- To identify training needs.
- To see what has been achieved.

Handout 1:2

Why Evaluate?

To meet the needs of accountability

Evaluation also meets the accountability needs of funding bodies. However, the community as a whole, and organisations or individuals in particular have also a right to expect programs to be accountable for their actions.

Funding Bodies

- To meet objectives of program in most efficient way.
- To provide a basis for decision and policy making, and budgeting.
- To give due recognition to needs of politicians and bureaucrats, tutors, students, employers and the community.
- To lobby effectively.
- To provide understandable information about student achievements.
- To demonstrate efficient and effective use of resources.
- To identify inadequacies in resource provision.
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- To provide information about potential users.
- To provide information about meeting local needs.
- To provide information about meeting industry needs.
- To provide a justification for the direction of the program.
- On a regional basis, to prevent duplication of services.

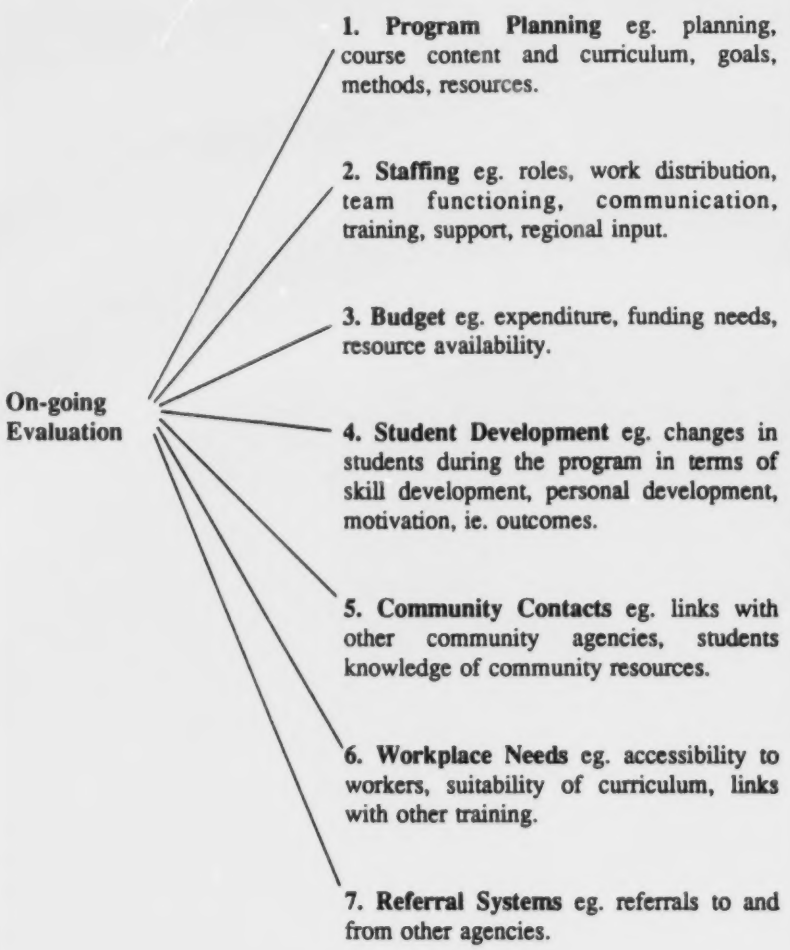
Community

- To show if the program is providing quality provision at reasonable cost.
- To provide understandable information of student outcomes.
- To provide information about numbers using the program.
- To provide information about potential users.
- To describe the outcomes of the program.
- To show if the program is effective in relation to the objectives.
- To provide information about meeting local needs.
- To provide information about meeting industry needs.
- To provide a justification for the direction of the program.

Handout 1:3

On-going Evaluation

Possible Areas of On-going Program Evaluation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2. Staffing eg. roles, work distribution, team functioning, communication, training, support, regional input.
3. Budget eg. expenditure, funding needs, resource availability.
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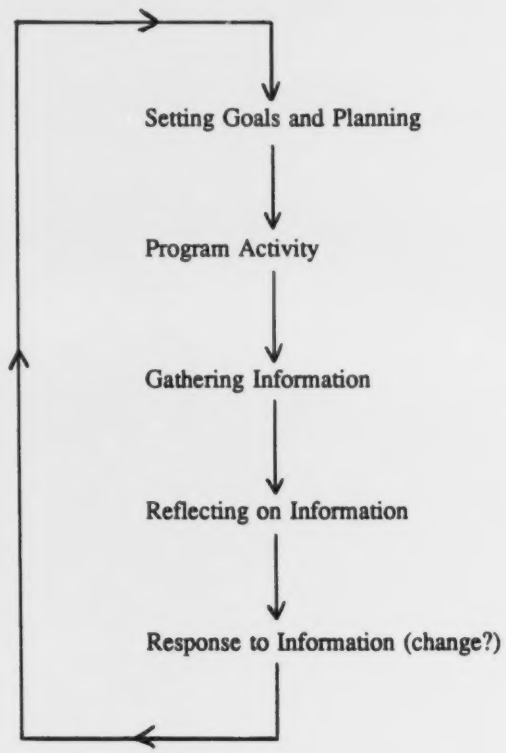
5. Community Contacts eg. links with other community agencies, students knowledge of community resources.
6. Workplace Needs eg. accessibility to workers, suitability of curriculum, links with other training.
7. Referral Systems eg. referrals to and from other agencies.

Handout 1:4

The Evaluation Process

Whether the evaluation be on-going or one-off, effective evaluation can only be carried out if there is a clear understanding of what the program is trying to do. In other words the program must be clear about its goals and objectives.

The Evaluation Process



Handout 1:5

Planning to Put Evaluation into Practice

Planning Process	Example
1. Decide what should be evaluated - long term - short term	What are the student outcomes?
2. Would it be best to evaluate this on an on-going basis or a one-off basis?	On-going evaluation.
3. Who will manage the evaluation?	The program coordinators.
4. Who will take part in the evaluation?	Program coordinator, staff (paid and un-paid), students, those involved in the management of the organisation and, if applicable, employer and union representatives.
5. What means will be used to undertake the evaluation?	Initial interview with, and assessment of, students. Six monthly follow up interviews with students, or at the end of course. Record keeping by tutors/teachers; ie. initial planning forms and final or six monthly evaluation sheets to identify what outcomes expected and what achieved. Three monthly meetings with tutors/teachers to look at progress and possible strategies to achieve outcomes. In a workplace setting, interviews to be conducted with managers and union representatives on their concept of outcomes in relation to the workplace.
6. How long will the one-off evaluation take? or When will a report of the current situation be presented?	A report on student outcomes and the way of monitoring them to be reported on in nine months and more thoroughly reviewed in 12 months by staff, management committee, Head of Department.

Handout 1:5

7. What will be done with the information gained from the evaluation?	A progress report given in nine months will consider if changes need to be made to the evaluation, the work load on the coordinator, etc. The 12 monthly review will assess student outcomes. Consideration will be given to: how realistic were expected outcomes; how to improve student outcomes; what were unexpected outcomes; whether program or class goals should be reviewed given student outcomes (ie. can the program achieve what it set out to achieve?)
8. How could the program implement any recommendations or suggested changes?	Dependent on recommendations but may require employing additional staff member for limited period to help to implement changes; time allocation for coordinator; provision of staff development activities to introduce new skills, or increase existing skills of staff, management committee members, etc.
9. Who will implement the recommendations or suggested changes?	This is dependent on the recommendations but will probably include the coordinator and, where appropriate, other staff, the management committee, head of department, students, other agencies.
10. How will it be decided if the changes are working?	A meeting considering the changes and the manner in which they are being implemented will be conducted in six months. Student outcomes will be examined every 12 months and appropriate action initiated to improve student outcomes.

WORKSHEETS

Unit 1

Evaluation

Worksheet 1:1

Plan an Evaluation

Planning Process	Your Evaluation Plan
1. Decide what should be evaluated - long term - short term	
2. Would it be best to evaluate this on an on-going basis or a one-off basis?	
3. Who will manage the evaluation?	
4. Who will take part in the evaluation?	
5. What means will be used to undertake the evaluation?	

Worksheet 1:1

6. How long will the one-off evaluation take?
   or
   When will a report of the current situation be presented?

7. What will be done with the information gained from the evaluation?

8. How could the program implement any recommendations or suggested changes?

9. Who will implement the recommendations or suggested changes?

10. How will it be decided if the changes are working?

TRAINER'S NOTES

Unit 2

Setting Program Goals and Objectives

2. Setting Program Goals and Objectives

Why Set Goals for Your Program?

Workshop Ideas

Group Discussion: *Why set goals for your program?*

Most adult literacy and basic education (albe) programs are clear about what they are trying to achieve, however, not all will have formalised or recorded this information.

Reasons for formalising and recording the purposes and goals of the albe program include:

- program participants and staff, committee members, other staff in the organisation, funding bodies and the community are able to clearly understand what the albe program is attempting to achieve. Those involved directly or indirectly in the albe program have a clear direction to work towards;

- it is possible to ascertain the effectiveness of the albe program in achieving its stated goals. This is a necessary step in evaluating any program;

- many albe programs will be unable to cater for the needs of all adults who approach their program. In albe programs which cannot provide effective tuition and support for all adults in their community seeking literacy and numeracy tuition appropriate referrals can be made to other programs or agencies. These may include

  - other adult literacy and basic education programs which have the capacity or expertise to provide effective tuition,
  - other Further Education courses,
  - other educational courses,
  - social welfare or community programs;

- other organisations and agencies can have a clear understanding of what the program is trying to achieve and can refer people appropriately.

Purposes, Goals and Objectives: What are they?

Workshop Ideas

Handout: ***Purposes, Goals and Objectives: What are they?*** *(2:1)*

Purposes

The main reasons or purposes of the program should be stated. Sometimes the purpose is referred to as the mission statement.

Goals

Goals are general statements of what the project or program would like to achieve. These will be consistent with the purpose/s of the program and follow on from them. They should be realistic and achievable and not **wish** statements which can be ignored because they are unattainable.

Objectives

Objectives are specific statements, observable indications of success, about what the program or project would like to achieve to enable the goals to be reached. They can be seen as a sub-set of goals. Objectives should be manageable and may be prioritised according to program requirements and resources. Objectives may relate to specific parts of the program or to different classes and may have time restraints or deadlines.

Example

Purpose: To help adults in the community improve their literacy and numeracy skills.

Goal: To enable participants to increase their literacy and numeracy competency to allow wider usage of community resources.

Objective: For program participants to use local public libraries more frequently.

Program activities need to be tied to meeting or achieving objectives and goals.

Goals and objectives are not static. They need to be periodically reviewed and rewritten.

Goals of an adult literacy and basic education program - relation to State, regional and centre organisations goals

The goals of an adult literacy and basic education program cannot be set in isolation. They must take into account policies and papers of the Adult, Community and Further Education Board at a state and regional level. They will also need to be a subset of the goals of the organisation in which the albe program is a part eg. community centre, neighbourhood house, TAFE college.

Local albe program goals

Local program goals should reflect the purpose and goals of the organisation in which the albe program is a part. The goals should also reflect the purpose of the albe program, community needs and the group or groups targeted by the program.

These factors would mean each albe program had a unique set of goals and objectives. An example of goals and objectives set by a small adult literacy and basic education program is included as a handout.

Workshop Ideas

Handout:	***Local ALBE Program Goals** (2:2)*
Worksheets:	***Purposes, Goals and Objectives** (2:1)*
	Work through the sheets individually or in small groups to enable participants to practice setting purposes, goals and objectives for their program.
Group Discussion:	*Discuss as a group.*

Local program goals and objectives need to reflect the purposes and policies of the program. They should take account of:

- local community needs;
- the goals of the organisation of which the program is a part;
- the physical location of the program;

- current and estimated program resources, including expertise;
- current and estimated staffing levels;
- the geographic characteristics of the region;
- adult literacy and basic education provision on a Regional basis;
- the Adult, Community and Further Education's Statewide and Regional policies and goals, particularly in relation to adult literacy and basic education;
- the adult basic education needs of local industry and businesses; and
- the expected outcomes of students.

Who Should Set Program Goals and Objectives?

Workshop Ideas

Group Discussion: *Who should be involved in setting the goals and objectives in your program?*

Program goals should be set by the management body. The management body is responsible for ensuring that a person or persons are employed to achieve those program goals.

Program goals should be set by the Management Committee, in the case of a Community Program, or in principle by the College Council in the case of a TAFE College. Often the adult basic education worker or a small working group will draft the program's purpose, goals and objectives, in consultation with the Management Committee or Head of Department. The adult basic education worker's experience and expertise will be of particular importance in drafting the objectives which, requiring more detailed knowledge, may be outside the experience of the Management Committee or College Council.

The goals and objectives of albe programs that are held in workplaces should reflect the environment in which they are situated, and where appropriate, management and union representatives should be consulted.

Setting Goals: Some steps

In order to establish goals for a program it may be useful to go through the following four steps, looking at who is most appropriate to undertake the stage as well as how it might be done.

Workshop Ideas

Handout: *Setting Goals: Some Steps (2:3)*

Group Discussion: *Discuss as a group.*

STEP	WHO	HOW
1. Determine the purpose of the program	Management body (eg. Management Committee, Head of Department and staff). Often the coordinator will prepare a draft.	To establish and record the main reason/s for the program will require consideration of what the program currently does and what it should do. Consultation with program management, staff, students, industry representatives, and the community may be required.
2. Determine the goals of the program	Management body (eg. Management Committee, Head of Department and staff). Often the coordinator or a small working group may draft the goals. In some instances a facilitator may work with program representatives to establish goals.	**Goals should be consistent with the established purpose/s of the program.** Read the goals of other albe programs. In relation to the purposes of your program, list what the program is trying to achieve in relation to: overall program; students; tutors/teachers; administrative; staff development; workplace; community; other. These should be statements which can be evaluated ie. it should be possible to say if and how they have been achieved.

		Check: • to establish if the goals are consistent with the stated purposes; • the goals are consistent with the purposes and goals of the organisation of which the albe program is a part; • the goals are consistent with statewide and regional policies; • the goals can be evaluated; • the goals reflect the program activities. If not, should the program be changed or the goal? • the goals are feasible. Program goals should be prioritised.
3. Determine the objectives of the program.	Management body (eg. Management Committee, Head of Department and staff). In many instances the coordinator or worker will draft the objectives of the program.	**Objectives should be specific statements about how the goals can be achieved.** Read the objectives of other albe programs. List the ways you will know if goals have been achieved. Write these as objectives. These should be prioritised.
4. Determine the activities of the program.	Staff, particularly the coordinator, in consultation with the management body.	Program activities should be tied to meeting or achieving goals and objectives.

A written record should be kept of the purpose, goals and objectives of the adult literacy and basic education program.

Summary

Goals should be worded to express the general purposes of the program. To produce a useable and worthwhile set of objectives may take time as consultation with all groups involved in the program and the community generally should be undertaken.

Local albe program goals need to be:

- clear;
- realistic;
- precise;
- capable of being evaluated;
- in line with the goals of the organisation of which the albe program is a part;
- in line with Statewide and Regional goals and policies; and
- reflect the real purposes of the program.

Evaluating Program Goals

Workshop Ideas

Small Group Discussion:	*How could you determine if the program is achieving its goals?*
Group Discussion:	*Reporting on small group discussion.*
Handout:	***Evaluating Program Goals** (2:4)*

Once a year the Management Committee, in conjunction with the albe program staff (paid or unpaid), should hold a planning and review meeting. At this meeting the program goals and objectives should be considered in relation to the courses and types of tuition offered by the program.

In TAFE Colleges the Head of Department, and possibly other representatives of management, should be involved in reviewing the operations of the program, in conjunction with albe program staff.

Questions which should be considered at such a meeting include:

- Which goals have we been most successful in achieving? Why? How do we know?
- Which goals have we had most difficulty in achieving? Why? How do we know?
- What changes can be made to achieve the goals in the future?
- Are the goals realistic? If not, do they need to be changed?

Example

Goal 1: To enable participants to increase their literacy and numeracy competency to allow wider usage of community resources.

Evaluation of Goal:
We have been successful in achieving this goal as ten students now use public libraries, five have written to their local councillors in relation to community services, etc.

Goal 2: To attract adults from the following targeted groups: Non-English Speaking Background (NESB) and mildly intellectually disabled (MID) adults.

Evaluation of Goal:

We have had difficulty in achieving this goal in relation to people of a non-English speaking background because of the overwhelming demands from people with intellectual disabilities.

Consideration should then be given to whether the goals of the program should be changed or whether the practices should be altered in some way, and if so how.

For example:

- do we wish only to target mildly intellectually disabled adults or should we accept only a certain percentage of MID students?
- should we advertise through ethnic networks to attract more NESB students?

Planning for the coming year will be dependent on some of the answers to these or similar questions. However, planning should also take into consideration the program's resources:

- staffing levels (paid and unpaid);
- expertise;
- venue/s;
- materials; and
- support facilities.

This meeting is also a good opportunity to discuss any problems that the management, the centre coordinator or albe staff have become aware of, eg. the large number of students who have dropped out of a certain course or the difficulty of following up volunteer tutors who never come to the program centre. Reasons for such problems can be discussed and strategies for overcoming them developed.

Minor reviews, involving students and workers, may take place every term.

Summary

By constantly reviewing your albe program you can ensure that it:

- remains fully flexible;
- effectively meets student needs;
- effectively meets community and industry needs;
- makes the best use of current resources; and
- is as good as it can be.

HANDOUTS

Unit 2

Setting Program Goals and Objectives

Handout 2:1

Purposes, Goals and Objectives: What are they?

Purposes

The main reasons or purposes of the program should be stated. Sometimes the purpose is referred to as the mission statement.

Goals

Goals are general statements of what the project or program would like to achieve. These will be consistent with the purpose/s of the program and follow on from them. They should be realistic and achievable and not **wish** statements which can be ignored because they are unattainable.

Objectives

Objectives are specific statements, observable indications of success, about what the program or project would like to achieve to enable the goals to be reached. They can be seen as a sub-set of goals. Objectives should be manageable and may be prioritised according to program requirements and resources. Objectives may relate to specific parts of the program or to different classes and may have time restraints or deadlines.

Example

Purpose: To help adults in the community improve their literacy and numeracy skills.

Goal: To enable participants to increase their literacy and numeracy competency to allow wider usage of community resources.

Objective: For program participants to use local public libraries more frequently.

Program activities need to be tied to meeting or achieving objectives and goals.

Goals and objectives are not static. They need to be periodically reviewed and rewritten.

Handout 2:2

Local ALBE Program Goals

1. To provide free literacy, numeracy and basic education tuition for adults who have poor literacy and numeracy skills.

2. To provide a variety of options for learning.

3. To target adults in the local community who are in need of basic education, in particular disadvantaged groups such as:

   - women;
   - long term migrants;
   - socially isolated and disadvantaged; and
   - unemployed youth.

4. To raise community awareness and acceptance of the importance of literacy and numeracy skills.

5. To work with other community and local education agencies to provide effective referral and support services for students and adults with poor literacy and numeracy skills.

6. To provide training and support to workers to enable them to have a thorough understanding of adult learning and basic education theory and teaching practice.

Handout 2:3

Setting Goals: Some steps

STEP	WHO	HOW
1. Determine the purpose of the program	Management body (eg. Management Committee, Head of Department and staff). Often the coordinator will prepare a draft.	To establish and record the main reason/s for the program will require consideration of what the program currently does and what it should do. Consultation with program management, staff, students, industry representatives, and the community may be required.
2. Determine the goals of the program	Management body (eg. Management Committee, Head of Department and staff). Often the coordinator or a small working group may draft the goals. In some instances a facilitator may work with program representatives to establish goals.	**Goals should be consistent with the established purpose/s of the program.** Read the goals of other albe programs. In relation to the purposes of your program, list what the program is trying to achieve in relation to: overall program; students; tutors/teachers; administrative; staff development; workplace; community; other. These should be statements which can be evaluated ie. it should be possible to say if and how they have been achieved. **Check:** • to establish if the goals are consistent with the stated purposes; • the goals are consistent with the purposes and goals of the organisation of which the albe program is a part; • the goals are consistent with statewide and regional policies;

Handout 2:3

STEP	WHO	HOW
		• the goals can be evaluated; • the goals reflect the program activities. If not, should the program be changed or the goal? • the goals are feasible. Program goals should be prioritised.
3. Determine the objectives of the program.	Management body (eg. Management Committee, Head of Department and staff). In many instances the coordinator or worker will draft the objectives of the program.	**Objectives should be specific statements about how the goals can be achieved.** Read the objectives of other albe programs. List the ways you will know if goals have been achieved. Write these as objectives. These should be prioritised.
4. Determining the activities of the program.	Staff, particularly the coordinator, in consultation with the management body.	Program activities should be tied to meeting or achieving goals and objectives.

Handout 2:4

Evaluating Program Goals

Example

Goal 1: To enable participants to increase their literacy and numeracy competency to allow wider usage of community resources.

Evaluation of Goal:
We have been successful in achieving this goal as ten students now use public libraries, five have written to their local councillors in relation to community services, etc.

Goal 2: To attract adults from the following targeted groups: Non-English Speaking Background (NESB) and mildly intellectually disabled (MID) adults.

Evaluation of Goal:
We have had difficulty in achieving this goal in relation to people of a non-English speaking background because of the overwhelming demands from people with intellectual disabilities.

Consideration should then be given to whether the goals of the program should be changed or whether the practices should be altered in some way, and if so how.

For example:

- do we wish only to target mildly intellectually disabled adults or should we accept only a certain percentage of MID students?
- should we advertise through ethnic networks to attract more NESB students?

Planning for the coming year will be dependent on some of the answers to these or similar questions. However, planning should also take into consideration the program's resources:

- staffing levels (paid and unpaid);
- expertise;
- venue/s;
- materials; and
- support facilities.

WORKSHEETS

Unit 2

Setting Program Goals and Objectives

Worksheet 2:1

Purposes, Goals and Objectives

Purposes: *Statement of the main purposes or reasons for the program.*

What does your program do? .....

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What are the purpose/s of your program? Write these down in one or two sentences.

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Do the purposes reflect the work of the program? If not, why not? What needs to be changed - the program or the statement of the program purposes?

Write response and then discuss as a group.

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Goals: *General statements about what the program would realistically like to achieve.*

What should the program try to achieve? List under the following categories:

Overall Program

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Worksheet 2:1

Students

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Tutors/Teachers

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Administrative

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Staff Development

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Community

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Other

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Worksheet 2:1

Write these as goals

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Are these compatible with the stated purposes or activities of the program? If not, why not? Which needs to be changed? Discuss

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Objectives: *Objectives are specific statements, observable indications of success, about what the program or project would like to achieve to enable the goals to be reached.*

List ways in which you would know if the goals had been achieved?

Overall Program

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Students

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Worksheet 2:1

Tutors/Teachers

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Administrative

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Staff Development

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Community

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Other

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Write these as objectives.

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Worksheet 2:1

Is your program doing these things? If not, which need to be changed the program activity or the objectives?

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How can you show that your program is achieving these things?
Make a list of the ways in which the program is achieving its objectives?

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How could these be written to show to an outside person that the program was achieving its goals and objectives?

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TRAINER'S NOTES

Unit 3

Group, Class or Individual Tuition Goals

3. Group, Class or Individual Tuition Goals

Planning and Evaluating Tuition

One vital aspect of evaluation in adult basic education programs is the planning and evaluation of tuition. This entails the identification of the aims and objectives of tuition, the group/s targeted, duration of course, anticipated student outcomes, etc.

Before starting a course of tuition, either group or one-to-one, consideration should be given to:

- the reasons for running the course;
- whether the course fits within the overall purpose of the program;
- whether the course is a way of achieving program goals and objectives;
- whether the course is an effective use of time and resources.

These will generally be considered by the program management and staff, taking into account the centres priorities and those of the Adult, Community and Further Education Board on a statewide and regional basis. They will:

- form the basis of developing descriptions of the course of tuition which can be used in publicity;
- assist in establishing criteria for the selection of students; and
- provide a basis for evaluation.

Workshop Ideas

Worksheet:	***Planning Tuition*** (3:1)
Group Discussion:	*Work through the worksheet to identify how courses of tuition offered by your program fit with the overall purposes of the program. Discuss as a group.*

Generally, the goals and objectives of a course of tuition will be set by the teacher and adult basic education program coordinator, taking into account the perceived needs of students. Students should be placed in groups where their goals coincide with that of the class. In individual tuition, the student's goals should form the basis of tuition.

All courses now need to be planned taking into account the Adult Basic Education Accreditation Framework (ABEAF) which has been developed to support the organisation and curriculum goals of adult basic education classes in Victoria.

> *The Adult Basic Education Accreditation Framework is not a single course or core curriculum but a structure within which current adult literacy and basic education provision and future developments can be placed. It does not prescribe a set curriculum but rather a set of competencies for students at a number of levels. Hence it provides a framework within which appropriate curriculum can be used or developed to suit th particular needs of adult students. The Framework is flexible and allows for the continuation of current good practice (Coates, 1992).*

The reading and writing competencies defined in the ABEAF have influenced the development of the Interim Literacy Course Matrix (ILCM) for 1992, which has been developed for DEET funded Australian Language and Literacy Program. The ILCM is an interim measure which enables individuals to be assessed and placed in the course most appropriate for them to attain the competencies they need. It was seen as an alternative to testing and ranking students on an arbitrary scale, divorced from any program context.

Planning group tuition

The type of information needed in planning a course of tuition for a group may include:

- Name of course
- Type of tuition
- Course description
- Location of course
- Duration of course
- Estimated number of students
- Aims and objectives of the course
- Student target groups
- Special educational needs of groups
- Criteria for selecting students
- Student outcomes
- Links with other courses
- Factors to evaluate the effectiveness of the course?
- Resourcing required to run course
    - Staffing
    - Materials
    - Additional student support

The handout entitled **Course Planning - Group Tuition** (3:1) gives more details of the type of information required to effectively plan a course of tuition for a group.

Workshop Ideas

Handout:	***Course Planning - Group Tuition** (3:1)*
Small Group Discussion:	*Discuss handout 3:1.* *Alter the **Course Planning - Group Tuition** form or design your own form to suit your program and the type of tuition provided in the program. Keep in mind any required statistical information.*
Group Discussion:	*Discuss the forms you have designed and any limitations they may have.*

Planning individual tuition

The same type of information will be needed in planning a course of tuition for an individual.

Although the coordinator of an adult literacy and basic education program has overall responsibility for planning a course of tuition for an individual student, different aspects of planning individual tuition may be done by the albe coordinator and the tutor, working cooperatively. The planning aspects related to the program purposes and goals are more easily undertaken by the albe coordinator and would include:

- Criteria for selecting students
- Links with other courses
- Resourcing required to run a course of individual tuition
    - Staffing
    - Materials
    - Additional student support

The planning related to the individual student is best undertaken cooperatively by the coordinator and tutor. The type of information needed in planning a course of individual tuition may include:

- Type of tuition
- Course description
- Location of course

- Duration of course
- Aims and objectives of the course
- Special educational needs
- Student outcomes
- Factors to evaluate the effectiveness of the course?

Handouts 3:2 and 3:3 give more details of the type of information required to effectively plan a course of individual tuition. One planning form is designed for individual tutors and another for coordinators of programs where individual tuition occurs.

Workshop Ideas

Handout:	***Course Planning - Individual Tuition*** *(3:2)* ***Course Planning - Coordinating Individual Tuition*** *(3:3)*
Small Group Discussion:	*Discuss the handouts 3:2 and 3:3.* *Alter the forms given as handouts or design your own form to help plan and evaluate tuition within your program. The form should suit your program and the type of tuition provided in the program. Keep in mind information required for statistical purposes.*
Group Discussion:	*Discuss as a group.*

Effective course planning of tuition enables evaluation of tuition to more easily occur.

Evaluating the Course of Tuition

During and at the end of the course of tuition the effectiveness of the course should be considered.

The ***Course Evaluation*** handout (3:4), gives details of the type of information which could be used by coordinators and group tutors to help identify if the course has been effective. This information may include:

- Name of course
- No of students who enrolled and who completed the course, taking into account gender, age groupings and target groups.
- Reasons for any students discontinuing the course
- Effectiveness in attracting targeted groups
- Course aims which were successfully achieved
- Course aims which were not achieved
- Effective teaching strategies
- Effectiveness in meeting needs of students
- Student outcomes
- Articulation
- Adequacy of resourcing

This information will assist in ascertaining the suitability of courses and will aid in planning future courses.

Workshop Ideas

Handout:	***Course Evaluation*** *(3.4)*
Small Group Discussion:	*Discuss the* ***Course Evaluation*** *Form. What extra information would you want to record on a* ***Course Evaluation*** *form? Change or create a* ***Course Evaluation*** *form to suit your program.*
Group Discussion:	*As a group discuss how you could use the information collected to plan future courses of tuition.*

References

Adult Basic Education Accreditation Framework Project, Volume 1: DRAFT COMPETENCE STATEMENTS FOR ADULT READING AND WRITING, State Training Board and Division of Further Education, Ministry of Employment, Post Secondary Education and Training, Victoria, 1992.

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Coates, S., "The Adult Basic Education Accreditation Framework Project", ***ARIS Bulletin***, Vol. 3, No. 1, June 1992.

Purdy, M., ***Assessment, Referral and Placement Kit for Adult Literacy & Basic Education Programs in Victoria***, Adult, Community and Further Education Board, Victoria, 1992.

HANDOUTS

Unit 3

Group, Class or Individual Tuition Goals

Handout 3:1

Course Planning - Group Tuition

To be completed by the teacher in conjunction with the coordinator.

Name of Course .....

Type of tuition (eg. literacy, numeracy) .....

Description of Course (with reference to ABEAF) .....

.....

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Location of Course .....

Duration of Course

Number of hours per week .....

Number of weeks per year .....

Total number of course hours .....

Estimated Number of Students .....

Aims and Objectives of the Course

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What methods, procedures or strategies do you plan to use to achieve these aims?

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Handout 3:1

Target Groups
Who are the target groups (this could be related to ABEAF competency levels)? .....

.....

Is this course targeted at groups with special educational needs?
Please indicate which groups.

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What are the criteria for selecting students?

1..... 2.....

3..... 4.....

Student Outcomes
What do you expect the students to learn? (relate to ABEAF competencies)

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Will the course contribute to other changes in students? (eg personal, social, socio-economic)

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Links with other courses
Describe any links this program has with others including preparation for accredited courses.

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Handout 3:1

Evaluation

What factors would you use to judge the effectiveness of the course? (Relate to ABEAF competencies where appropriate.)

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Resourcing

Staffing

Hours per week of adult basic education workers time .....

What other staff support will be required? .....

Hours per week from other staff .....

Materials to be used .....

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Additional Student Support

List sources of additional support eg child care, integration aide, student group, etc.

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Handout 3:2

Course Planning - Individual Tuition

To be completed by the tutor in conjunction with the albe coordinator.

Type of Tuition (eg. literacy, numeracy) .....

Description of course (with reference to ABEAF) .....

.....

Location of Tuition .....

Duration of Tuition

Number of hours per week .....

Number of weeks you have been meeting .....

Number of weeks you expect to keep meeting .....

Aims and Objectives of Tuition

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Do these coincide with the student's aims and objectives? If not, how they differ?

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What methods procedures or strategies do you plan to use to achieve these aims?

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Handout 3:2

Special Educational Needs
Does the student have special educational needs? (eg MID, physical disability). If yes, please specify.

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Student Outcomes
What do you expect the student to learn? (Relate to ABEAF competencies.)

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Will the tuition contribute to other changes in students?
(eg. personal, social, socio-economic)

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Will the tuition lead to other courses?

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Evaluation

How would you judge the effectiveness of the tuition? (Relate to ABEAF competencies where appropriate.)

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Handout 3:3

Course Planning - Coordinating Individual Tuition

To be completed by the coordinator and used in conjunction with the form ***Course Planning - Individual Tuition***

Name of Student .....

Name of Individual Tutor .....

What are the criteria for selecting the student?

1. ..... 2. .....

3. ..... 4. .....

Links with other courses/types of tuition

What links does this tuition have with other types of tuition or courses, including preparation for accredited courses.

.....

.....

Resourcing

Staffing

Hours per week of adult basic education coordinators time .....

Hours per week of individual tutors time .....

What other staff support will be required? .....

Hours per week from other staff .....

Materials to be used .....

.....

Additional Student Support

List sources of additional support eg. childcare, integration aide, student group, etc.

.....

.....

Handout 3:4

Course Evaluation

Name of Course .....

	Enrolments	**Completed Course**
Male	.....	.....
Female	.....	.....
Age Groupings		
15-19yrs	.....	.....
20-24yrs	.....	.....
25-29yrs	.....	.....
30-39yrs	.....	.....
40-49yrs	.....	.....
50-59yrs	.....	.....
60-69yrs	.....	.....
70+yrs	.....	.....
Total	.....	.....
Target Group		
Disability	.....	.....
NESB	.....	.....
Aboriginal/Torres Strait Islander	.....	.....
Other	.....	.....

Handout 3:4

Why did students discontinue with the course? .....

.....

.....

Target Groups

Was this course directed at particular target groups? (This could be related to ABEAF competency levels.) Yes ..... No .....

Which ones? .....

Was this course successful in attracting targeted groups? .....

Why? .....

.....

Aims and Objectives of the Course

Which course aims were most successfully completed? Why?

.....

.....

.....

Which course aims were most difficult to achieve? Why?

.....

.....

.....

Which activities were you most satisfied with? Why?

.....

.....

.....

Were the needs of any students not met? .....

.....

In what ways? .....

.....

Handout 3:4

Would you run the course again? Why? .....

.....

.....

Which aspects of the course would you change if you ran the course again? (e.g. content, venue, organisation, student intake).

.....

.....

Student Outcomes

What did the students learn? (Relate to ABEAF competencies.)

.....

.....

.....

How did the course contribute to changes in students (eg. personal, social, socio-economic)?

.....

.....

.....

How many students wish to continue in this or a similar course? .....

How many students will take up other forms of education? .....

List course names or types .....

Resourcing

Was resourcing adequate? Explain .....

.....

.....

WORKSHEETS

Unit 3

Group, Class or Individual Tuition Goals

Worksheet 3:1

Planning Tuition

1. List the courses of tuition run by your program. It may not be practical to list all the individual (one-to-one) courses of tuition. However, it may be possible to group them in some way (eg. by the type of student or tuition).

2. For each course of tuition state how they fit with the overall purpose of the program and how the course is a way of achieving program goals and objectives.

3. Describe briefly the curriculum that will be used in the courses.

4. For each course of tuition list the resources used to run or support the program.

TRAINER'S NOTES

Unit 4

Evaluating Student Development

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4. Evaluating Student Development

Why Evaluate Student Development?

The purpose of most adult basic education programs is to increase the basic skills of those attending the program. Unless evaluation of student development is undertaken there is no way of knowing whether a program is achieving this purpose.

However, adult basic education programs are not simply concerned with the narrow development of the students' literacy, language and mathematical skills. There is a general acceptance that the personal and social development of students must also be taken into account because they are directly related to educational and skills development. The development of the student (their skills, personal and social development) is sometimes referred to as student outcomes.

In this package several areas of student development are considered:

- language and literacy skills and the ability to apply these skills;
- mathematics and science skills and the ability to apply these skills;
- socio-economic changes (eg obtaining a job or a better job);
- personal changes (eg. feels more confident);
- social changes (eg. gets on with people better, goes out more).

To provide an environment in which student development and learning can be maximised, the albe program coordinator must make a number of decisions and to make the decisions information is required. These decisions include:

1. Should the person be placed in the program or referred elsewhere?
2. In what ways is the student developing?
3. How could the student's skills best be developed?
4. Is the student ready to move on?

Workshop Ideas

Handout: ***Student Development and Placement (4.1)***

Group Discussion: *Discuss the issue of student development in terms of student outcomes.*

1. Should the person be placed in the program or referred elsewhere?

This question can be asked both after an initial interview and skills assessment and after the student has participated in the program for some time.
Does the program have the expertise to assist them?
Do they fit the target groups identified in the program goals?
Can the students' goals be accommodated in the program?
What information is required to make these decisions?

Guidelines for referring adult basic education students can be found in the ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*** (Purdy, 1992) developed for the Adult, Community and Further Education Board.

Workshop Ideas

Worksheet: ***Student Development - Decisions and Information Requirements (4.1, question 1)***

Group Discussion: *Information requirements to answer question 1.*

2. In what ways is the student developing?

This, and subsequent questions, can only be asked of students who have participated in the program.

What information is required to make this decision?

Workshop Ideas

Worksheet: ***Student Development - Decisions and Information Requirements*** *(4:1, question 2)*

Group Discussion: *Information requirements to answer question 2.*

3. How could the students skills best be developed?

What information is required to make this decision?

Workshop Ideas

Worksheet: ***Student Development - Decisions and Information Requirements*** *(4:1, question 3)*

Group Discussion: *Information requirements to answer question 3.*

4. Is the student ready to move on (within or outside the program)?

What information is required to make this decision?

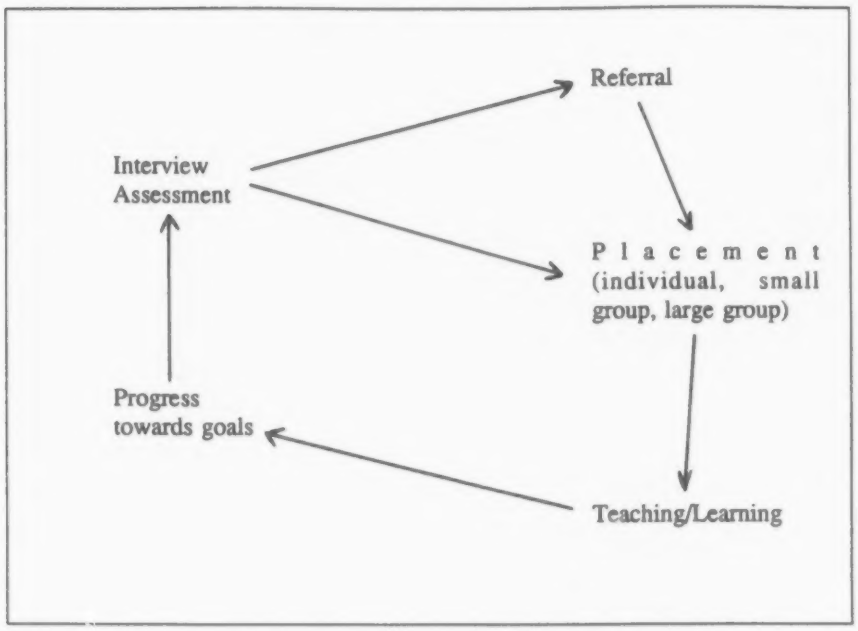
Workshop Ideas

Worksheet: ***Student Development - Decisions and Information Requirements*** *(4:1, question 4)*

Group Discussion: *Information requirements to answer question 4.*

This decision making is a continual process (see Figure 3).

Figure 3 Student Placement and Referral Process



In order to place students and monitor their development it is necessary to put into place a continuum of interview and assessment processes. This process must begin with an initial student interview and assessment. See also the ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*** for further discussion of the referral process.

Workshop Ideas

Handout: ***Student Placement and Referral Process (4:2)***

The Initial Interview and Skills Assessment

To ensure the most appropriate placement students should be interviewed and their skills assessed before being accepted into a program.

Workshop Ideas

Group Discussion: *What type of initial interview and assessment is used in your program?*

Participants may like to spend some time looking at initial interview forms.

Guidelines for the initial interview and skill assessment can be found in the ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria***. This kit also includes examples of model forms for initial, on-going and final assessment. Examples of other interview and assessment forms can be found in ***Adult Basic Education Assessment Resources: Literacy and Numeracy*** (Osmond, et. al., 1990).

The main purposes of the initial interview are to:

- assess the students educational and learning needs; and
- collect information for administrative purposes.

These purposes are often interlinked and may require the collection of the same information.

Students and Interviewing/Assessing

The interview is the students' first contact with the program. Students are exploring their options for beginning or returning to an educational program.

Students should benefit from the interviewing and assessment processes used in the program. These benefits would include:

1. Information about the program or, where appropriate, a referral to another program or agency.

2. Positive experience - students should feel positive about the interview and skills assessment.

3. Learning experience - students should learn something in the initial interview, in terms of their skills or the way in which they learn.

4. Feedback on achieving goals - students should initially receive some feedback about the possibility of achieving their goals. In on-going assessment and interviewing they should receive information about their progress towards their stated goals.

Workshop Ideas

Handout:	***Student and Interviewing/Assessing (4:3)***
Group Discussion:	*How could these benefits of the interview and assessment processes be achieved?*

Information for educational purposes

You should consider the educational needs and requirements of the student and what information will be used when a group or individual tutor/teacher begins to work with a student.

Information which will need to be collected can be considered under the following categories:

- language and literacy skills (see **Skills Assessment,** ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*** for more details and relate to the Adult Basic Education Accreditation Framework competencies);
- mathematics and science skills (see **Skills Assessment,** ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*** for more details and relate to the Adult Basic Education Accreditation Framework competencies);
- socio-economic profile (eg does student work);
- personal profile (eg educational and personal background);
- social profile (eg relates to others, use of community resources);
- student intentions in approaching program;
- student expectations of program, students' and tutors' role.

Workshop Ideas

Handout:	***Initial Interview and Assessment: Information for educational purposes*** *(4:4)*
Handout:	*Appropriate sections from the* ***Assessment and Referral Kit*** *(Guidelines for Literacy/Numeracy Assessment).*
Small Group Discussions:	*What other categories could be included?* *Identify:* - *which information is best obtained from an interview;* - *which information is best obtained from an assessment of student skills; and* - *if information can be obtained by any other means.*
Group Discussion:	*Report back and discuss as a group.*

Information for administrative purposes

This information will help to identify if the program is meeting the needs of:

- the local community;
- groups targeted by the organisation of which the adult literacy and basic education (albe) program is a part;
- groups targeted by the albe program;
- the Adult, Community and Further Education Board and other key funding bodies.

In other words this information will help you to identify if you are achieving the goals of the program (evaluate program). It will also enable forms and submissions to be more easily completed.

Information collected may include:

- Student's name;
- Address;
- Postcode;
- Year of Birth;
- Country of Origin;
- First Language;
- Gender;
- Aboriginal/Torres Strait Islander;
- Recipient of Government Benefits;
- Employment status;
- Highest level of schooling;
- Problems which affect learning;
- Disability
  - hearing impaired
  - intellectual disability
  - medical disability
  - physical disability
  - visual impairment
  - other;
- Learning goals;
- How student heard about program; and
- Type of provision preferred and availability.

Some of this information is asked for in the Class Enrolment Record form prepared by the Adult, Community and Further Education Board. (See Handout 4:5, **Class Enrolment Record**). This information is for statistical purposes and enables the Office of the Adult, Community and Further Education Board to ascertain if student numbers are increasing, what percentage of students are from target groups, the range of courses over a geographical area, etc. Additional information is often needed by other funding agencies, eg. Department of Employment, Education and Training. See Handout 4:6, **Guidelines to Information Requirements** for more detailed information on who requires what information.

Workshop Ideas

Handouts:	***Class Enrolment Record*** *(4:5)* ***Guidelines to Information Requirements*** *(4:6)*
Group Discussion:	*What other information could be required for administrative purposes?*
Small Group Discussion:	*Read the* ***Guide to Information Requirements*** *(Handout 4:6).* *Work through the list in small groups or individually to help identify the administrative information your program requires and the best way of collecting this information.*
Group Discussion:	*Discuss as a group.* *Would your program want to collect any other information for administrative purposes? Discuss.*

On-going Assessment and Evaluation

How can you tell if the students in the adult literacy and basic education program are progressing and acquiring new skills?

Overall responsibility for students' development rests with the coordinator who needs to be able to assure the students, community and funding bodies that students are progressing ie. that the program is achieving its stated purpose/s and goals.

Workshop Ideas

Worksheet:	***On-going Assessment and Evaluation*** *(4:2, question 1)*
Small Group Discussion:	*Working in small groups or individually, identify the information you need to be assured that students in the program are progressing.*
Group Discussion:	*Report back and discuss as a group.*

Adult basic education program coordinators need to work closely with tutors/teachers and students to collect on-going information about the student's development. This information should be related to that obtained at the initial interview and will need to relate to the Adult Basic Education Accreditation Framework competencies.

Possible ways of collecting information about students' development include:

1. **Interviewing** by the coordinator and/or tutor/teacher (see Handout 4:8);

2. **Assessing** (specific skill tasks) - this would include informal testing such as that done initially, and in some instances may include formal testing;

3. **Questionnaire** - to be answered by students (see Handout 4:9);

4. **Student self-evaluation** - students evaluate their own progress in terms of their stated goals (see Handout 4:10);

5. **Observation by tutor** - tutors note their observations of student development taking into account skills developments, general attitude, self-confidence, participation in group activities, etc;

6. **Tutor Records** - tutors note the work the student has been undertaking and the things they have achieved or had difficulty with. This can be successfully incorporated with tuition planning (see Handouts 4:11 and 4:12);

7. **Student Folio** - student and teacher/tutor keeps examples of the work the student has been doing, this may be the best pieces of work but may also include examples of the type of work the student has had difficulty with.

   The student and tutor can analyse a recent piece of the student's writing looking at:
   - what shows development and what doesn't
   - what they like and don't like
   - what needs more work;

8. **Checklists** - prepared lists of tasks or skills the student may wish to be able to achieve can form the basis of checklists. Student development is noted as the student achieves one of the tasks or skills. This type of checklist is best prepared with the student as it will enable their goals to be noted and will enable the student to take greater control of their own learning (see Handout 4:13);

9. **Literacy and Numeracy Competency Scales** - the scales provide a framework for reporting students progress. There are five scales: reading, writing, basic numeracy operations, measurement and quantitative information processing. Within these scales competencies are categorised into nine or ten bands. Students' abilities can then be charted on the bands. (See ***Adult Literacy and Numeracy Competency Scales***, Griffin & Forwood, 1991.)

Further discussion of on-going assessment and examples of forms can be found in the ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria.***

Workshop Ideas

Handout:	***On-going Assessment and Evaluation*** *(4:7)* *Handouts 4:8 - 4:13 are examples of ways of collecting information to assess student's progress on an on-going basis.*
Group Discussion:	*Discuss Handouts.* *What are other ways of assessing students progress on an on-going basis?*
Worksheet:	***On-going Assessment and Evaluation*** *(4:2, question 2)*
Small Group Discussion:	*Work in small groups or individually to identify how this information could best be collected in your program.*
Group Discussion:	*Report back and discuss as a group.*

Final Assessment: What were the outcomes?

If student development is monitored on an on-going basis it should not be necessary to have a different form of student assessment when the student leaves the program as the information relating to student development will already be available. However, it may be useful to follow up students after they have left the program to assess what affect the program has had on the students on a longer term basis. A handout (4:14) has been included as an example of a follow-up mechanism. A questionnaire may not be the most appropriate device for adult basic education students and you may wish to develop other follow-up procedures, such as contacting students by phone.

Some students may want or need, if they have been referred through CES, a final assessment. This may include such information as details and description of the course, goals obtained, competencies acquired, etc. Further discussion of final assessment and the requirements for CES clients can be found in the section **Exit Assessment** in the ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria.***

Workshop Ideas

Group Discussion:	*What type of final assessment is used in your program?* *What other types of final assessment could be used?*
Handout:	***Final Assessment: Follow-up*** *(4:14)*
Worksheet:	***Final Assessment*** *(4:3)*
Small Group Discussion:	*Working through the worksheet, in small groups or individually, identify possible ways students could be assessed on leaving or after leaving the program. Look at the section on* ***Exit Assessment*** *in the* ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria.***
Group Discussion:	*Discuss as a group.*

References

Adult Basic Education Accreditation Framework Project, Volume 1: DRAFT COMPETENCE STATEMENTS FOR ADULT READING AND WRITING, State Training Board and Division of Further Education, Ministry of Employment, Post Secondary Education and Training, Victoria, 1992.

Adult Basic Education Accreditation Framework Project, Volume 2 Appendices: DRAFT COMPETENCE STATEMENTS FOR ADULT READING AND WRITING, State Training Board and Division of Further Education, Ministry of Employment, Post Secondary Education and Training, Victoria, 1992.

Adult Basic Education Accreditation Framework Project, Volume 3 Appendices: DRAFT COMPETENCE STATEMENTS FOR ADULT MATHEMATICS, State Training Board and Division of Further Education, Ministry of Employment, Post Secondary Education and Training, Victoria, 1992.

Box Hill College of TAFE, Eastern Metropolitan Further Education Council and Mountain District Women's Co-op, ***The Excellent Programs Project***, 1989.

Ennis, R., ***A Life of It's Own***, CAE, Melbourne, 1989.

Griffin, P. & Forwood, A., ***Adult Literacy and Numeracy Competency Scales***, Assessment Research Centre, Phillip Institute of Technology, Coburg, Victoria, 1991.

Osmond, P., Basin, L., Partlin, J., ***Adult Basic Education Assessment Resources: Literacy and Numeracy***, 1990.

Purdy, M., ***Assessment, Referral and Placement Kit for Adult Literacy & Basic Education Programs in Victoria***, Adult, Community and Further Education Board, Victoria, 1992.

Scottish Community Education Council, ***Assessing Progress***, Edinburgh, 1989.

HANDOUTS

Unit 4

Evaluating Student Development

Handout 4:1

Student Development and Placement

Student development is considered in the areas of:

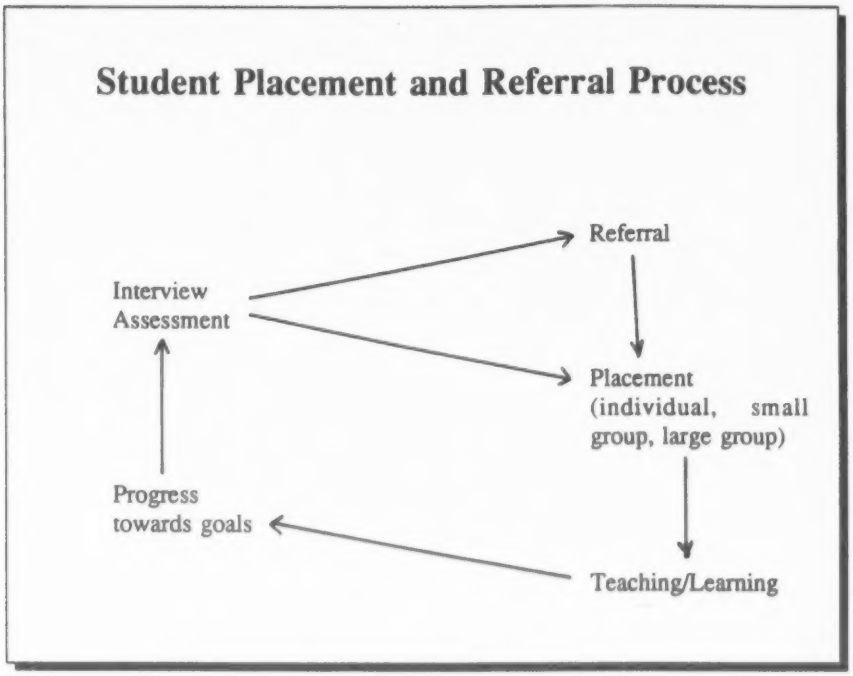
- language and literacy skills and the ability to apply these skills;
- mathematics and science skills and the ability to apply these skills;
- socio-economic changes (eg obtaining a job or a better job);
- personal changes (eg. feels more confident);
- social changes (eg. gets on with people better, goes out more).

To provide an environment in which student development and learning can be maximised, the adult basic education program coordinator must make a number of decisions and to make the decisions information is required. These decisions include:

1. Should the person be placed in the program or referred elsewhere?
   Does the program have the expertise to assist them?
   Do they fit the target groups identified in the program goals?
   Can the students' goals be accommodated in the program?
2. In what ways is the student developing?
3. How could the students skills best be developed?
4. Is the student ready to move on (within or outside the program)?

This decision making is a continual process.

Handout 4:2


Student Placement and Referral Process
Referral
Interview
Assessment
Placement
(individual, small
group, large group)
Progress
towards goals
Teaching/Learning

Handout 4:3

Students and Interviewing/Assessing

The interview is the students' first contact with the program. Students are exploring their options for beginning or returning to an educational program.

Students should benefit from the interviewing and assessment processes used in the program. These benefits would include:

1. **Information** about the program or, where appropriate, a referral to another program or agency.

2. **Positive experience** - students should feel positive about the interview and skill assessment.

3. **Learning experience** - students should learn something in the initial interview, in terms of their skills or the way in which they learn.

4. **Feedback on achieving goals** - students should initially receive some feedback about the possibility of achieving their goals. In on-going assessment and interviewing they should receive information about their progress towards their stated goals.

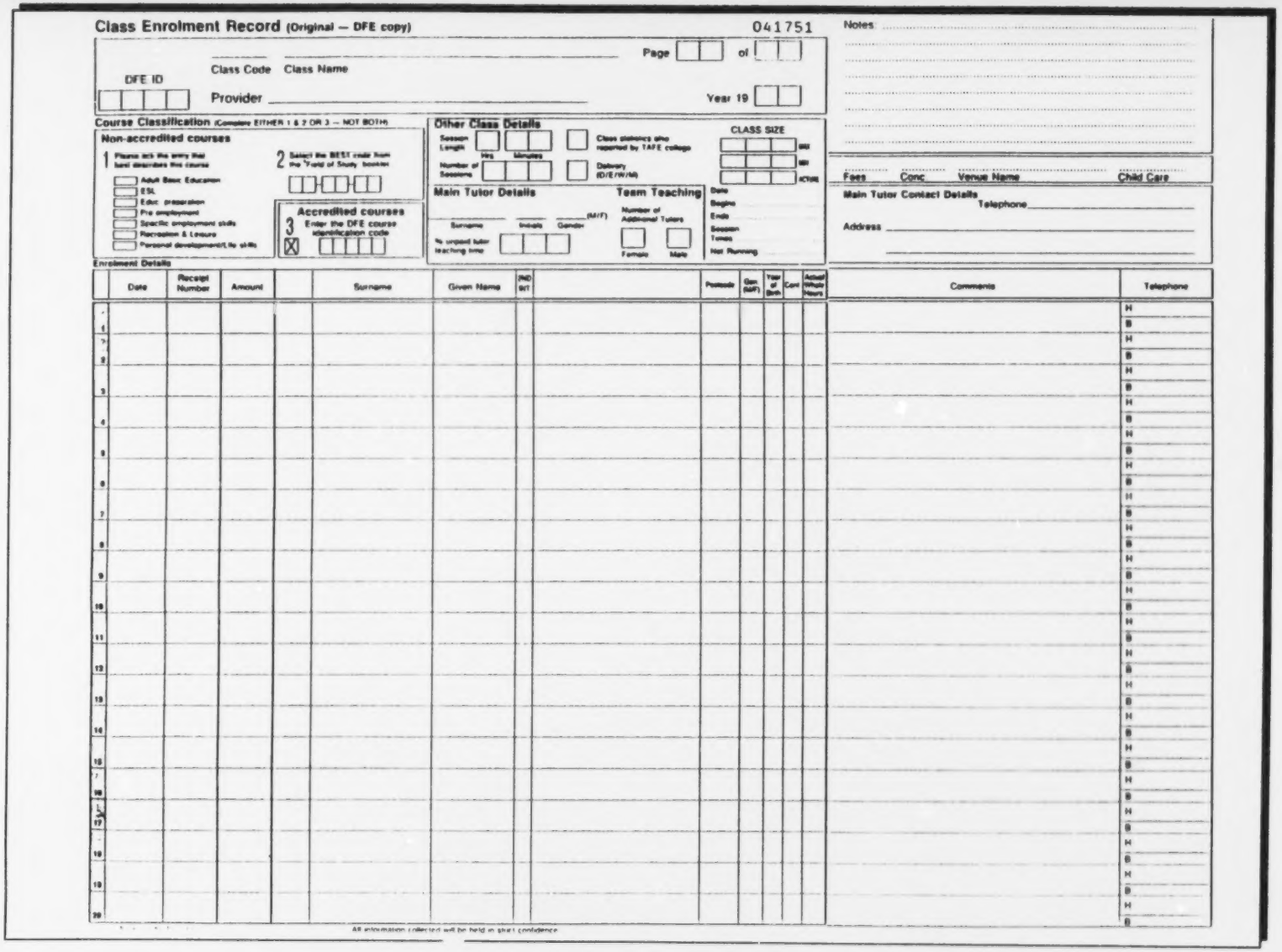
Handout 4:4

Initial Interview and Assessment: Information for educational purposes

You should consider the educational needs and requirements of the program and what information will be used when a group or individual tutor/teacher begins to work with a student.

Information which will need to be collected can be considered under the following categories:

- language and literacy skills (see **Skills Assessment,** ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*** for more details and relate to the Adult Basic Education Accreditation Framework competencies);
- mathematics and science skills (see **Skills Assessment,** ***Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*** for more details and relate to the Adult Basic Education Accreditation Framework competencies);
- socio-economic profile (eg employment status);
- personal profile (eg educational and personal background);
- social profile (eg relates to others, use of community resources);
- student intentions in approaching program;
- student expectations of program, students' and tutors' role.



Class Enrolment Record (Original — DFE copy) 041751

Page ☐☐ of ☐☐

DFE ID ☐☐☐☐ Class Code ____ Class Name ____

Provider ____ Year 19 ☐☐

Notes ....

Course Classification (Complete EITHER 1 & 2 OR 3 — NOT BOTH)

Non-accredited courses

1 Please tick the area that best describes this course
- ☐ Adult Basic Education
- ☐ ESL
- ☐ Educ preparation
- ☐ Pre employment
- ☐ Specific employment skills
- ☐ Recreation & Leisure
- ☐ Personal development/life skills

2 Select the BEST code from the "Field of Study" booklet ☐☐☐☐

Accredited courses

3 Enter the DFE course identification code ☒ ☐☐☐☐

Other Class Details

Session Length ☐ Hrs ☐☐ Minutes ☐☐

Number of Sessions ☐☐☐

☐ Class statistics also reported by TAFE college

☐ Delivery (D/E/W/M)

CLASS SIZE
- ☐☐☐ MAX
- ☐☐☐ MIN
- ☐☐☐ ACTUAL

Main Tutor Details

Surname ____ Initials ____ Gender ____ (M/F)

% unpaid tutor teaching time ☐☐☐

Team Teaching

Number of Additional Tutors ☐ Female ☐ Male

Date Begins ____ Ends ____ Session Times ____ Not Running ____

Fees ____ Conc ____ Venue Name ____ Child Care ____

Main Tutor Contact Details

Telephone ____

Address ____

Enrolment Details

	Date	Receipt Number	Amount		Surname	Given Name	IND O/T		Postcode	Gen (M/F)	Year of Birth	Conc	Actual Whole Hours	Comments	Telephone
1															H / B
2															H / B
3															H / B
4															H / B
5															H / B
6															H / B
7															H / B
8															H / B
9															H / B
10															H / B
11															H / B
12															H / B
13															H / B
14															H / B
15															H / B
16															H / B
17															H / B
18															H / B
19															H / B
20															H / B

All information collected will be held in strict confidence

Handout 4:5

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Handout 4:6

Guidelines to Information Requirements

The information requirements of the Office of the Adult, Community and Further Education Board (OACFEB) and the Department of Employment, Education and Training (DEET) are indicated. You should indicate the information requirements of your program.

Information	Required by **your program**	Required by **OACFEB**	Required by **DEET**	Required by **CES**
Student's name			x first 4 letters only	
Address				
Postcode			x	
Year of Birth			x	
Country of Origin		x		
First Language		x		
Gender			x	
Aboriginal/Torres Strait Islander				
Recipient of Government Benefits				
Employment Status		x		
Highest level of schooling				
Problems which affect learning				x
Disability - hearing impaired - intellectual disability - medical disability - physical disability - visual impairment - other				
Learning Goals				x
How student heard about program				
Type of provision preferred				x
Availability of preferred provision				

Handout 4:7

On-going Assessment and Evaluation: Ways of collecting information

Ways of collecting information about students' development include:

1. **Interviewing** by the coordinator and/or tutor/teacher;

2. **Assessing** (specific skill tasks) - this would include informal testing such as that done initially, and in some instances may include formal testing;

3. **Questionnaire** - to be answered by students;

4. **Student self-evaluation** - students evaluate their own progress in terms of their stated goals;

5. **Observation by tutor** - tutors note their observations of student development taking into account skills developments, general attitude, self-confidence, participation in group activities, etc;

6. **Tutor Records** - tutors note the work the student has been undertaking and the things they have achieved or had difficulty with. This can be successfully incorporated with tuition planning;

7. **Student Folio** - students and/or the teacher/tutor keeps examples of the work the student has been doing, this may be the best pieces of work but may also include examples of the type of work the student has had difficulty with. The student and tutor can analyse a recent piece of the student's writing looking at:
   - what shows development and what doesn't
   - what they like and don't like
   - what needs more work.

8. **Checklists** - prepared lists of tasks or skills the student may wish to be able to achieve can form the basis of checklists. Student development is noted as the student achieves one of the tasks or skills. This type of checklist is best prepared with the student as it will enable their goals to be noted and will enable the student to take greater control of their own learning;

9. **Literacy and Numeracy Competency Scales** - the scales provide a framework for reporting students progress. There are five scales: reading, writing, basic numeracy operations, measurement and quantitative information processing. Within these scales competencies are categorised into nine or ten bands. Students abilities can then be charted on the bands. (See ***Adult Literacy and Numeracy Competency Scales***, Griffin & Forwood, 1991.)

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Handout 4:8

On-Going Interview

How do you feel you are getting on?

What have you learnt since we talked last?

Are there any things you do now that you couldn't do before?

What have you found the most useful?

What has been the least useful?

When you came to the program (or when we talked last) your goal was to

..... .

Do you think you have achieved that?

Do you have any new goals? What are they?

How can you best achieve these goals?

Coordinators may need to advise students on how these goals can best be achieved. This may entail referring students to another course or organisation. If they have achieved their goals they may decide to leave the program.

Handout 4:9

Questionnaire

Date_____

Looking back over the past six weeks:

What have you been working on?

What did you enjoy most?/least?

What did you find most helpful?

What would you like to work on next?

What changes would you like to make to improve your learning?
e.g. change class, read more newspaper articles.

Any other comments?

Handout 4:10

Student Self-Evaluation

Long-term Goals

Achieved	Partially achieved	Not achieved	What can be done to achieve goal

Short-term Goals

Achieved	Partially achieved	Not achieved	What can be done to achieve goal

Handout 4:11

TUTOR RECORD KEEPING SHEET (1)

DATE	WORK PLANNED	WORK DONE	COMMENTS

Handout 4:12

TUTOR RECORD KEEPING SHEET (2)

Date: _____ **Class/student:** _____

PLANNING			**WHAT DID THE STUDENT ACHIEVE?**	
GOALS	SKILLS	TEACHING STRATEGIES/RESOURCES/IDEAS	EDUCATIONAL OUTCOMES	OTHER OUTCOMES
				Personal: **Social:** **Socio-economic:**

Handout 4:13

CHECKLIST

Where are you now? and What you'd like to do. Date: _____

	Can do	Would like to work on
Speaking and Listening		
Using the phone		
Asking for directions		
Giving directions		
Making enquires		
Talking to officials		
Giving a talk		
Understanding instructions		
Understanding radio and TV		
Reading		
signs		
papers		
ads		
magazines		
for information		
forms		
official leaflets		
novels		
Writing		
a diary		
letters		
forms		
messages		
spelling		
punctuation		
handwriting		
knowing what to say		
correcting, editing		
Numbers		
telling time		
money		
measuring area		
measuring weight		
estimating		
using timetable		
using a calculator		
adding		
subtracting		
multiplying		
dividing		
decimals and fractions		

(taken from ***Assessing Progress***, 1989)

Handout 4:14

Final Assessment Follow-Up

Dear Course Participant,

About six months ago you completed .....at our centre. We are interested in what you are doing now, and whether the course you did has been of benefit to you.

Please complete the questions below and return this sheet to us in the enclosed envelope.

1. Did you benefit from doing this course? YES NO

2. If so, how did it help you? .....

3. Please tick the statements which describe changes in your life since doing this course.

   - I am now studying. Which course? .....

     .....

   - I am planning to return to work. When? .....

   - I am more involved in the community. How? .....

     .....

   - I am now in the workforce or have a better Job. What is your new job?

     .....

Thank you for your assistance.

Yours sincerely

Coordinator.

(Taken from ***The Excellent Programs Project,*** 1989)

WORKSHEETS

Unit 4

Evaluating Student Development

Worksheet 4:1

Student Development: Decisions and Information Requirements

1. Should the person be placed in the program or referred elsewhere?
   Does the program have the expertise to assist them?
   Do they fit the target groups identified in the program goals?
   Can the students' goals be accommodated in the program?

   What information is required to make these decisions?
   List.

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2. In what ways is the student developing? (Relate to ABEAF competencies where appropriate.)

   What information is required to make this decision?
   List and discuss as a group.

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Worksheet 4:1

3. How could the students skills best be developed?
What information is required to make this decision?
List and discuss as a group.

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4. Is the student ready to move on (within or outside the program)?
What information is required to make this decision?
List and discuss as a group.

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Worksheet 4:2

On-going Assessment and Evaluation

1. How can you tell if the students in the program are progressing? (Link to ABEAF competencies were appropriate.)

   What information do you need as coordinator to be assured that the students in the program are progressing?
   List.

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   Discuss as a group.

2. How could on-going information about student skill development best be collected in your program?

   List.

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   Discuss as a group.

Worksheet 4:3

Final Assessment

What could constitute a final assessment of student development?
List the possibilities.

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Discuss as a group.